

Special Educational Needs and Disabilities / Inclusion Policy

At Shofar we have regard for the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act (2010).

All children are welcomed into our community, regardless of need or disability. When we know that a child may have a special educational need or disability (SEND) before they start with us, we will endeavor to set up a good transition for them into our setting involving child, parents/carers and any outside professionals known to the child. This may involve the child visiting our setting on a number of occasions and/or a home visit by one of our members of staff.

We have two named SENCOs (Special Educational Needs or Disability Co-ordinator) who are Sharon Lee and Tashi Ungar.

They are there to support all members of staff in the early identification of special needs. They are also responsible for the day-to-day provision for children with SEND. The individual needs of all our children are taken into consideration when planning the curriculum so as to ensure it is accessible to the needs of all our children. Together with a child's key worker, our SENCO and/or Deputy SENCO maintains and oversees all records for children with SEND in our setting. Following discussion and consultation with parents/carers the SENCO and/or Deputy SENCO may liaise with other staff and outside agencies as appropriate (such as health, education and social services) regarding the Special Educational Needs and Disabilities of a child.

We are committed to effective collaboration between all agencies working with a child together with a multidisciplinary approach to meeting children's special educational needs.

The detailed systems and procedures on the 'Graduated Approach to Identifying and Planning for needs in the Early Years' protocol (see attached) ensure that where there is an identified need, we will work in true partnership with the child, their family and other professionals to achieve the best possible outcomes.

Policy reviewed September 2021

Sharon Lee

Next review date September 2022

Head teacher and SENCO of Shofar

Shofar Daycare Nursery Sternberg Centre, East End Road, N3 Call us: 020 8346 3453 admin@shofardaycarenursery.org.uk www.shofardaycarenursery.org.uk

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A Graduated Approach to Identifying and Planning for needs in the Early Years When concerns are raised by Parent or Staff –Key staff need to Consider what is happening in the child's wider life and circumstances by talking to Reflect on your environment, practice and routines Carry out observations on the area causing concern Think about what is developmentally appropriate considering age/stage Talk with other members of staff and the setting SENCO Have a planned meeting with Parents This may result in one of three following options A, B or C Action may include: Increased differentiation o further action Focussed observation and assessment Regular involvement and review with Advice from Area SENCO with parental ermission and Consultation Reques Child moves to SEN support and is placed on the SEN profile. The child has an Individualised SEN Support Plan. Parents and ontinue differentiation and Area SENCO involved Assess Plan Do Review Despite SEN Support the child makes little or no progress Consider external referrals through the Barnet Child Development Team a child starts at setting with referrals already Child makes progress made **OR** professionals already involved. continue SEN Support Cycle Assess, plan, do, review cycle continues with additional professional advice move to **Monitor** progress Possible application for additional resources Child makes little or no progress.

The outcome of the review is to request an

This may lead to an EHC Plan and additional

resources

Education Health and Care Needs Assessment.

OR

Child makes progress

Assess, plan, do, review cycle

continues with additional professional advice/resources